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EDITORIALS

Cluck

ONE of the most fascinating sports of February was dog racing. It was the second year of the New England Sled Dog Club races. It was really a test of speed and endurance of the pure-blooded dog over the cross-breed husky type. The prize was won by Leonhard Seppala, king of Alaskan drivers, whom the man whose team slipped into fifth place characterized as "superhuman."

It was Seppala's "cluck" that was superhuman. It was this "cluck" that hypnotized his dogs. The fifth place man stated this theory thus:—

"That man is superhuman. He passed me at least once on every day of the race and I was not loafing any. I couldn't see that he drove the dogs. He just clucked to them every now and then, and they lay into their collars harder than I've ever seen dogs do it before. Something came out of him and went into those dogs with that clucking."

What pedagogy that is! What psychology! What philosophy! Oh, the superhuman clucking of Leonhard Seppala! "Something came out of Seppala in that clucking and went into his dogs."

Infinitely more important than any cross-breeding of husky psychology through questionnaires and researches is such superhuman clucking as went out of women like Emma Willard and Mary Lyon.

Infinitely more important than any cross-breeding of husky psychology through questionnaires and researches is the superhuman inspiration of the teacher who never drives her class but just clucks with a personality that goes into the thought and life of the children.

San Diego needs two new senior high schools, four new junior high schools, and seven new elementary school buildings in the official estimate of State Superintendent William J. Cooper in his parting word as city superintendent of San Diego.

Brooks Adams

THE passing of Brooks Adams, the last of the grandsons of President John Adams, all eminent men, closes the career of three generations of the most remarkable family that has ever figured in public life in the New World. The only approach to this was the shorter career of the Harrison family with two Presidents. Brooks Adams was one of the most eminent men who have served on the Boston School Committee. It was Brooks Adams who was chiefly responsible for having Colonel Francis W. Parker come from the superintendency of Quincy to a supervisorship—now assistant superintendency—of Boston.

Educational Factors

THE State Board of Education of California makes a study of every county on the educational factors of the county. The determining factors are the average number of days the schools were operated; the per cent. of teachers professionally trained; per cent. of daily attendance in proportion to enrollment, and per cent. of pupils not retarded. In the last report Alameda County was first and San Diego County second.

Architect William B. Ittner of St. Louis will address the National Building Committee of the Platoon School Association on February 28 at Dallas on the subject, "Planning School Buildings so as to Meet Requirements of the Enriched Curriculum." Mr. Ittner will illustrate his address with pictures of the new school buildings at Dayton, Ohio; Knoxville, Tenn.; Birmingham, Ala., and Gary, Indiana.

Massachusetts Schoolmasters' Club

THE meeting of the Massachusetts Schoolmasters' Club, February 12, had one of the most important and interesting programs for an educational audience that we have ever known.

There were three speakers, half an hour each, and there was not five minutes wasted on an ancient and honorable funny story, and, yet, there was an unusual vein of entertaining incidents which were live, vitalizing, real events in connection with school life in the Boston of today.

Each speaker was a scientific master of a subject in which every teacher, supervisor, superintendent, member of a school board, and parent should know vastly more than any of them know or have ever known. No one was a propagandist of anything. No one of them pretended to know what no one knows absolutely. No one was critical of any specialist who is not a scientific master of his subject; the assumption was that they were all honest and sincere even when they pretended to know what no one knows. There was no faintest trace of belittling criticism of teachers or school officials. On the other hand there was a championship of teachers in a nobler sense than we have ever heard by anyone, even by teacher crusaders.

Dr. Harold DeW. Cross, professor of dentistry, Harvard Dental School, on "Preventive Dentistry Applicable to School Children," was the most illuminating revelation of what the teeth are, why they are, and what they do as organs of the body that we have ever seen or heard.

Dr. Edwin H. Place, physician in chief, department of contagious diseases in Boston City Hospital, was equally masterful in speaking of "Communicable Diseases and Their Control." His address was a series of revelations which every teacher should be required to know before receiving a certificate to teach; yes, every teacher should be required to have a physician's statement that she has the latest information along this line of caution. He said frankly that the teachers alone can stop the spread of contagious diseases. His classification of contagious diseases was as brilliant as it was masterful.

Dr. Merrill Champion, director of division of hygiene, Massachusetts Department of Public Health, was heroic without being pugilistic in clarifying the difficulties in creating a public sentiment that will make "Health Habit Promotion in the Public Schools" a hundred per cent efficient. He handled a highly delicate subject with sublime skill.

This remarkable program was one of a series of constructive programs that the president, Arthur L. Gould, assistant superintendent of Boston, has provided for the year. We have known no other educational program maker to provide so many invaluable constructive speakers as Mr. Gould has provided in his administration.

President David Bancroft Johnson of Winthrop College, Rock Hill, South Carolina, the Governor of the state, and a petition signed by one thousand eight hundred students and members of the faculty, invited President and Mrs. Coolidge to be present at the celebration of the fortieth anniversary of the establishment of Winthrop College on January 10. In many ways this celebration is one of the most important educational anniversaries in the South.

Belding's Page

FOR BETTER SPEECH

ON SHOW-OFF occasions pupils will stand up and recite, in perfect English, perfectly enunciated, the pieces which they have been drilled to recite.

How many of these same pupils speak even approximately good English at home, in the school yard, or on the street?

The General Federation of Women's Clubs performed an excellent service in setting up a special week (February 21 to 26) as "Better American Speech Week."

Some way needs to be found to bridge the gap between school and home. Pupils need to put into practice the principles of English which they learn in school. Without practice, correct habits will not be formed. Right use of words must become second nature, if one is to acquire any degree of mastery in the use of the mother tongue.

Is there not some way to impress boys and girls with the value of correct speech—as so many have been impressed with the value of a college education? Good English unquestionably has a dollars and cents value.

Slang is too prevalent in current usage outside the classroom—if not inside. Now slang is not to be condemned utterly. For it occasionally contributes new and serviceable words. But the child or grown person who indulges too much in slang ceases to develop a vocabulary of proper terms and becomes hazy in his thinking. For the slang phrase is notoriously indefinite. Like swearing, slang denotes verbal poverty.

Correct speech implies many things. It implies the avoidance of faulty grammar. It implies selection of the right word for each idea, from among many wrong ones. It implies clear and approved pronunciation. It should imply, also, some control of the voice, with attention to pleasant tones.

The purpose of speech is communication of thoughts or emotions from one person to another. Speech is the transparent medium through which the ideas are to pass. Faulty speech is a muddy window pane, which obstructs instead of transmitting.

Correct speech does not just happen of itself. It grows up with one, as part of one's cultivated personality. Correct speech cannot be made in a day. It cannot be achieved by one hour's exercise a day in English class, or even four hours' practice in school, if tongues are to wag in slovenly manner all the rest of the day.

The best teaching of English is that which induces the pupil to employ the language to the best of his ability in every speaking moment.

NO BIG STICK WAS HE

PUPILS in a certain classroom of a certain high school were running things to suit themselves quite beyond the control of the young teacher nominally in charge.

Through the corridor came one of the men teachers. Quickly noting the regnant uproar and confusion, he descended to the basement and returned with a huge billet of cord wood over his shoulder. Entering the room with this, he informed the pupils of his intention to restore order. The pupils had a hearty laugh, got the forty-nine devils out of their systems, and settled down to study.

Not every schoolmaster would have carried his point with equal success by that method. But it pays to be human, and sometimes to depart from the conventional. The only recourse of a dull teacher is to deal out afternoon slips.

PRESIDENTS AS EDUCATORS

A PRESIDENT of the United States besides carrying on the work of government is inevitably an educator. Woodrow Wilson had a pedagogical preparation unusual for a President—and it served him in good stead, so far as educating the people was concerned. He taught not only America but the other nations a great deal they did not know about the code of ethics which ought to prevail in human relations. He didn't use the right methods with some of the front-seat boys. But that's another story which may be a long one.

A President ceases to be just an individual. He soon realizes that millions of people are watching his every move, listening to his every word. The responsibility dawns upon him and affects his public acts.

Sometimes, being human, he forgets. Then, for reasons of expediency or partisan bias, he upholds some unsound principle, some weak course of action. The detriment from an educational standpoint is beyond estimate.

Thirty years ago many women went into teaching because other openings were few and far between. How different today! Women who teach are doing it of their own choice and volition. This should make for better teaching.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

IV — Co-operation

To the Supervising Principals:—

Probably the most difficult teaching task in our school system is the one which is assigned to the special teacher and to the so-called supervisor.

The supervisors of music and drawing and the special teachers who meet a particular class or group of pupils only once or twice a week have a much more difficult job to do than the teachers who meet their classes every day. The problem of discipline is one that may nullify the attempt of the special teacher to accomplish her teaching aim.

The supervising principal can be of very great assistance to the special teacher, and should consider it her responsibility to remove as much as possible the problem of discipline.

It can be urged theoretically that a special teacher in order to be successful must stand on her own feet in the matter of discipline and classroom management. I may have taken that position to a certain extent myself, but even in the case of the regular classroom teacher where not only theory but also actual practice demands that the teacher be able to stand on her own feet in those things, the principal must and in actual practice does assist in and help solve the problems of discipline and class management. This is especially true with young teachers of little or no experience.

Many strong successful teachers would have become failures had it not been for the interest, encouragement, and assistance of the principals. I could mention conspicuous examples of teachers who were at one time close to failure, and who now are excellent teachers, in practically every one of the large schools in the city. These teachers were saved by the fact that they received the necessary help from some principal, and some of them were saved to the profession because they were transferred to principals who made a special effort in their behalf after they had lost confidence through a sense of failure.

The special teacher needs the assistance of the principal in double measure because of the reasons already mentioned. The supervisors need it, too, but in a different way.

Did you every stop to consider to what an extent the reputation of your individual schools depends upon relations which you establish with the supervisors?

The attitude of the principal toward the supervisor is usually reflected in the attitude of the teachers, and on the other hand it is only natural to suppose that in some instances that lack of cordial relations between the principal and a supervisor will bring bad results to your teachers. There are certain schools which are not popular with the supervisors, and I have in mind one school of which I have heard more than one supervisor say something like this: "I always like to go to the ——— school because I am always made to feel welcome and everybody is always happy there."

Principals should not hesitate to talk over with supervisors and special teachers anything connected with their work which demands attention, but care should be taken not to establish the reputation of never talking except to censure and of never giving any criticism but adverse criticism.

The importance of establishing cordial relations and a sense of fairness and kindly dealing cannot be overestimated.

Things Just Average Up

Things just sort o' average up
  If you add 'em all together;
If we take things as we find 'em
  Same as we must take the weather.
Somehow we don't just remember;
  Think each winter's gettin' colder;
Summers seem to be much shorter.
  Guess that's 'cause we're growin' older.

Every day can't be alike,
  Life some days seems like a bubble
And we don't get much accomplished.
  Seems there ain't no end to trouble,
And the whole day's been a failure;
  And at night we sit and grumble.
Say there ain't no use o' tryin'
  'Cause the world's about to tumble.

But somehow things average up.
  They're just sort o' like the weather.
If we take our joys and sorrows
  And then add them both together,
We will find about an average.
  P'r'aps we'll find more joy than sadness.
Though some days are dark and dreary
  Yet there's more that bring us gladness.

—Rustic Bard.

Safety Education and Citizenship

By DR. ZENOS SCOTT

Superintendent of Schools, Springfield, Massachusetts

DEMOCRACY demands that practice in the acts of good citizenship should keep approximately close to the theory of good citizenship.

It is never easy to make the theory underlying any movement or truth advance at such a pace that the practice may keep abreast. The general tendency is for theory to far outstrip practice. The thinker, for example, wants to advance far ahead of the doer; the idealist wants to keep a great distance ahead of the man who is supposed to put the ideals into practice.

Our democracy has reached such a stage that at present the average man possesses a suitable task at which to work, a house in which to live, means by which to pay for the education of his children, money with which to travel, opportunities for recreation. These conditions make it necessary and possible for the average man to develop new habits and new skills.

If there were but a few of the hundred and twenty millions subjected to dangerous situations each day, there would be little need for the remaining millions to be so concerned with the acts of the small group. However, when conditions are reached in which the lives of a great number of the hundred and twenty millions are in possible danger each day, it is time for all to learn how to make adjustments to meet this new situation.

These new adjustments are as essential for the present and future good of our citizens as are interest in public affairs and participation in community endeavor.

"Citizenship and safety education," therefore, but represent the application of well-known principles to new conditions and new needs.

The program of public education must be directed toward preparing children to take their place in the life of the world. It must develop knowledge and technique to meet immediate situations. It must also develop insight into the problems of life in general.

Safety education in the industries began with providing protection for the workmen against the dangers of high-powered machinery by caging the machines, or placing high power belts overhead, or creating safety zones, so to speak, in the machine areas.

An advance step was the education of the workman, teaching him not only to adjust himself to the dangers of the situation in such a way as to prevent accident, but giving an insight into the problem and teaching him to assume individual and collective responsibility for the safety of all. Such assumption of responsibility is an obligation of the citizen within the industry. In this respect the various industries have served very definitely in citizenship training.

Within the school we face new problems. We know the need of safety education, for safe adjustment to immediate situations. There is just as great need for the solution of that larger question, that of developing insights into the whole problem in its relation to life in general, and of teaching children to assume greater responsibility for the safety of all.

There are in the field of safety education two types of outcomes: the successful adaptation to immediate situations, a definite and immediate result; and those ultimate and more remote outcomes manifesting themselves in social and moral life.

In education, present-day interpretation conceives citizenship to be qualities of behavior guided by an appreciation of all the factors that enter into a group situation.

We are not here raising the question of the cost of accident. We are concerned with bringing about conditions which may reduce losses to a minimum, with the thought that the by-product—citizenship—is the thing which in the long run will most probably reduce accident, losses of money and property; and which will eliminate suffering, prolong life, and increase happiness.

In terms of safety education, who is the good citizen? What is citizenship? What is it which shows growth in citizenship? Can this new aspect of community life be taught? Must we, the members of corporations, schools, and private individuals, teach this aspect of good citizenship? Must we make over many of our old habits in order that there shall develop higher types of activities which consider the interest and welfare of all?

The man who removes the danger when he sees a board with a rusty nail has a chance to be a good citizen. The clerk who double checks himself when labeling a can containing gasoline is a good citizen. The boy who never points a fire-cracker or a toy gun at another is a good citizen. The boy who never "catches or hooks on" is a good young citizen. The driver who signals and slows down at each turn in the road is a good citizen. The pedestrian who guides himself across the street as carefully as he would want the driver of a

car to steer is a good citizen. The parent who keeps his child isolated because of contagious disease is a good citizen.

In all situations there is implied, first, intelligence upon the part of the individual; second, a training of intelligence in safety; third, willingness of the individual to see his own act and its possible result; fourth, a willingness to have a care both for his own safety and for the safety of others; fifth, a determination to make himself obey the higher motives in life and listen to what public opinion says as well as his own conscience.

Can such aspects of citizenship be taught? The question answers itself. Circumstances alone teach men and women, boys and girls to behave successfully under difficult conditions. Let me draw some illustrations from the schools of Springfield:—

The pupils in one of our large elementary buildings were in the habit of skating to and from school. The walk leading to the street is on a sharp incline.

At a meeting of the children's council one afternoon the statement was made that children who skated to the corner frequently found that they could not stop, and were forced to skate into the street. The children decided that since this was dangerous it would be wise to forbid the putting on of roller skates within two blocks of the school. A motion to this effect was carried out. When the council adjourned, the dismissal of school was in progress. Members who assisted in the dismissal took their places in hallways and yard. One boy who had assumed the full responsibility of his office took his place at the busy corner.

Two older children skating toward the corner were stopped and informed in regard to the new ruling. The children objected to removing their skates at first, since they had not been officially notified. The younger lad explained the reasons for the ruling and after some little argument first the older lad and then the girl unstrapped their skates and walked down the street, law abiding citizens of their school community.

This illustration shows that individuals do learn how to act under varying circumstances of danger. They are taught by their own thinking, experiences, circumstances, the sayings and teachings of others, the examples of others, and also by that intangible public opinion which indicates somewhat indefinitely but persistently what things are demanded of a good citizen.

The first important contribution to ask is that a better understanding take place among all who are participants in any line of work.

When the matter of traffic hazards, fire, water, explosions, and similar dangers are understood and appreciated an important step will have been made. The following example shows how understanding takes place:—

The observance of "Fire Prevention Week" was the beginning of a safety program in one of our schools. The children and firemen talked together about the best ways of working for the safety of the school and community. The children constructed an engine house, fire alarm box, and made equipment modeled after that which had been seen in a nearby fire station. When any question arose on which help was needed the children consulted the firemen as well as the teachers.

The entire building made a study of what to do in case of fire at home or at school. In each fire drill the children formed the habit of thinking and acting as if there were a real fire. Rules made by children and teachers were obeyed to the letter.

A few weeks ago a room in this school began to fill with smoke. Teachers and children discovered the smoke and flames, and turned in the signal immediately. The custodian's bell and the fire bell rang simultaneously.

The children vacated the rooms and the building under strict drill orders. In less than two minutes the building was empty. For twenty minutes the children kept in their assigned places at some distance from the building, and when the "all-out" signal was given by the firemen, they returned to the building without disorder or undue excitement. The results of study and practice in adequate fire drill were all that could have been asked. The way in which this difficult and dangerous situation was met showed how necessary it was to prepare for such an emergency. The results were great enough to pay fully for all the precaution made by fire drills throughout the city.

We know that a program in safety education will really influence life to a great extent; that through persistent practice in school, at home, in industry, and on the street the result of co-operative thinking and co-operative acting will reach such a point that all will learn better how to act wisely and safely. The results are citizenship products.

How did the Springfield public school system find its part, and what has been the spirit on which that part has been played? A page from the yearbook of the National Society for the Study of Education approximates the answer to this question:—

"The first step in the Springfield program was a study of such activities as might be helpful in reducing accidents among the children of congested areas, and a consideration of a program of general safety for the entire city.

"It was soon evident that these activities should be organized in a city-wide program. To

this end, a committee made up of teachers, principals, and supervisors was selected to formulate a course which could be used in the elementary schools.

"This committee studied local conditions and examined all available courses of study in use in other cities. Conferences were held with members of the Springfield Safety Council and the National Safety Council.

"The committee had several meetings at which the general ideas underlying safety education were developed. The committee was then so organized that special phases of the program could be prepared for each grade. Teachers and principals who had contributions to make were organized as sub-committees, and were called upon to work for consecutive days upon the subject matter, method of presenting, etc. The materials presented covered physical education and health as well as so-called safety ideas. Almost one year was spent in perfecting the program and in trying out the materials.

"When the program was ready for use meetings of teachers were called for the distribution of the tentative course. Supervisors of special subjects discussed the relation of safety education to the work of their respective departments. Plans for the use of this material were presented by the general supervisors, under whose direction this work was to be carried on."

Those who were active in developing the program of safety education considered the course of study and methods from two points of view: First, the more immediate development of better and safer behavior in the pupils themselves in order that they might meet the hazards of life more effectively; second, the development of appreciation of the organizations at work in the community at large for the protection of life and property, with the hope of developing a consciousness of the duties and obligations which rest upon each citizen to be familiar with such organizations and to ally himself helpfully with them.

Consequently, in the kindergarten and primary grades the selection of subject matter was made from family life and the home, and from the more immediate situations involving potential hazards of any kind.

In the upper grades the subject matter was selected from the organized agencies for public safety. Such selection was intended to provide for continuous growth in right habits of thinking and acting. The course of study illustrates definitely that objectives and materials of safety education may be so organized as to become an integral part of the curriculum, not a unit isolated from other subjects of that curriculum.

How significant is this program of safety education in the public schools? I am not detracting from other specific purposes or accomplishments when I say that in my judgment what is being done in safety education is equal in importance to any other accomplishment. The work lies within the experiences of children. It is making them more thoughtful, more painstaking in their efforts to protect life and property. In every school visited at any time throughout the year there is constant evidence in recitations, on posters, in attitudes and habits of pupils in classrooms, about the buildings, and on playgrounds, that safety education pays big dividends.

May I again quote from the yearbook? "However well organized a public school system is, a full program in safety education cannot be adequately carried on without co-operation with other important agenies. At all times the Springfield Safety Council has furnished constant inspiration to us. Springfield is fortunate in having many of the more able business men of the city interested enough to give careful attention to an industrial and public safety program in our city. The department of streets and engineering has aided materially in the enrichment of our program and in making it possible for this program to be carried out. The police and fire departments have also been a source of great encouragement in the development and in the carrying out of safety education in Springfield. Equal in importance has been the spirit manifested by the men of these two departments in making it possible to secure the right attitude on the part of the school children. The slogan 'Each fireman and policeman is the friend of the children' has become a meaningful slogan with us."

We are not asserting that Springfield has solved the problem of full citizenship training in regard to safety education. We believe that the problem has been fully realized by those in school and community life. The progress that has been made indicates that it is only by a carefully planned program of education for both children and adults that the solution will be reached.

The present conditions are encouraging throughout the entire country. The illustrations which I have used from my own city are but indicative. They show that thinking people in school, in industry, and in communities are earnestly making efforts to lessen these dangers of everyday life. We may look forward soon to a time when even with the increased difficulties, greater progress toward the solution of our problems will be made.

Education and the Doctrine of Interest

By W. D. COMMINS

St. Louis University

NOT so many years, or hundreds of years, ago, the disciplinary value of education was stressed to such an extent that there was not much room left for the play of the child's native interests. Education consisted to a great extent in undergoing an extensive process of training super-imposed upon the subjects by those who held the reins. The all important thing was the formation of habits and attitudes that were looked upon as the correct habits and attitudes to be displayed by the educated gentry. In order to attain to this high pinnacle of conformity with the ideals of a gentleman, it was often necessary, or at least seemed necessary, to repress and even suppress many of the spontaneous outbursts of lively activity on the part of the growing youth. The more fatalistic a view that one took of the world and of the depravity of human nature, the greater seemed the need for measures of stern repression. Even in the more liberal circles the child's native interests were not thought to be at all safe guides to education, even though they were not considered thoroughly reprehensible.

There was not a complete divorce, however, of education from interest, but the latter was thought to be rather a product than a causal factor of the former. Education was to build up interests, worthy and respectable, rather than to be built upon interests which were often frivolous and unsocial. This attitude in regard to education was so strongly entrenched in the minds of men, due partly to religious views and partly to the extreme formalism of the ages, that it took many years of effort on the part of such men as Rousseau, Pestalozzi, and Herbart to dislodge it. Educational theorists then apparently proceeded to run to the other extreme. The interests of the child became the all-important factor in education and out of the practical discussions and proposed methods based upon such a doctrine has evolved the "soft pedagogy" that we are all so well acquainted with. From this viewpoint there is no such a thing as forcing the child. The teacher is to act only as a guide and even then must not obtrude himself unnecessarily upon the attention of the pupil. Education now came to be looked upon as an internal process, as something proceeding and determined from within. It is the direct antithesis of the doctrine of the older educators, who believed that it came from without, "a formation," something that was impressed upon the individual just as the mould impresses its shape upon a plastic material.

Although there was evident a distinct opposition between these two schools of education, the proponents of the "education of effort" and of the "education of interest," they seemed to agree on the relative unimportance of stressing individual differences. All men were thought to be created more or less free and equal, especially if they belonged to the same social class. As the schools received a rather homogeneous batch of material to deal with, the end-product was determined nearly altogether by the efficiency of the school and its methods. Under the education of effort it was just a matter of subjecting an individual to the proper kind of instruction in order to make of him what you would, for there was the implicit assumption that abilities were created by the school. It was practically the same idea, with slight variations, that dominated the methods of the school of interest. The teacher was to furnish the child with instruction along the line in which he showed interest, and his abilities along this line came into full bloom along with the instruction. Whether one child should be more particularly fitted by nature to perform a certain work in life than another never seemed to occur to the advocates of either doctrine. The life efficiency of an individual seemed to depend upon his environment and training. It was only through these latter factors that persons differed one from the other. The great doctrine of the equality of all men by nature was too overwhelming to allow of suppositions to the contrary.

The introduction of the study of individual differences into modern education has brought about many changes of theory and method, and among them is a new sidelight upon the question of interest. Interest has become an individual thing just as ability has, and although the old quarrel between the formalists and the naturalists is still being waged, it is being carried on under different banners. The fight is now between the determinists and the anti-determinists and bears much of the complexion of the old struggle. The determinists claim that all pupils are not equal in ability by nature, and the success of the testing movement has seemed to confirm this. The important thing to start from, in education, they say, is the fundamental capacity of the child. Adjust the teaching measures to the receptivity and particular complexion of the child's abilities, and we shall meet with success. Most of the failures in life are due apparently to the fact

that the individuals are poorly adapted by nature for the situation that they were forced to fill. The panacea for unadjusted pupils, and adults in worldly vocations, is to measure the child's abilities early in life and to direct him along lines that will bring a burden fit for the back. The only hitch that might be met with is that the child may not be interested in what he should do, according to the psychologist's estimate, but the determinists say that interest follows ability. Children lose interest in school work in either of two cases—when it is too difficult for them, or when it is too easy for them. In both instances their loss of interest is due to the fact that the work was not adjusted properly to their capacity. Many experiments undertaken by psychologists seem to point to a rather close connection between interest and ability, but due to the difficulty of measuring interest scientifically, the conclusions are not altogether clear-cut.

The causal sequence between interest and ability is also to be determined. The mere finding of a close connection between interest and ability does not imply that ability in an activity is the cause of interest in that activity, nor vice-versa. The anti-determinists would tend to say that interest has, through the medium of education, created the ability. They would thus lay more stress upon training and environment than upon heredity. The anti-determinists, as such a name would imply, do not lay such great stock upon the ability of mental tests to detect innate differences between school pupils. If we can judge by similarity of doctrine the anti-determinists of today have very much in common with the Herbartian education of interest. The determinist doctrine is of more recent origin in that it lays more stress upon inherited differences and the production of interest by ability.

Whether we shall see this controversy settled in a short time is doubtful. It will have to be decided upon experimental evidence, however, and this seems rather difficult at the present time mainly because of the difficulty of measuring interest scientifically. Even though the first part of the problem should be settled conclusively, that there is a close correlation of interest and ability, we would yet have to solve the second and more difficult part: In which direction does the causal sequence run? Are we interested in a thing because we can do it well, or can we do the thing well because we are interested in it?

Consolidation as a Means of Socialization

By HANNIBAL GERALD DUNCAN, Ph.D., Th.D.,
and WINNIE LEACH DUNCAN, M. A.

CONSOLIDATION is a composite term conveying various meanings to different people.

> In Utah a consolidation is the county district; in Michigan the term is used to designate the township unit, even though the schools of that township may all be one-teacher schools. In Mississippi a school is "consolidated" only when children are transported to it. Consolidation may mean a union of different administrative units. It may mean a union of schools within one administrative unit. It may mean the uniting of two small groups of children who might otherwise be served by two schools but who together constitute a school of not more than ten or twelve.[1]

Although there is a diversity of opinion as to the nature of a consolidated school, there is one thing upon which all agree—that the primary purpose is to secure better educational facilities for rural children. This type of school has then a common as well as peculiar interest for students of psychology, education, and sociology.

Practically all the studies made of consolidated schools have been concerned with curricula, methods, achievement and intelligence quotients, buildings and equipment, finances, administration and management, educational qualifications of teachers; but few with the process of socialization. The sociologist is interested in all these, but his chief interest lies in the consolidated school as a socializing force in the community. Rural optimists predict that this type of school will halt the exodus from the rural sections to the cities by providing a richer and fuller rural life. While the sociologist hopes it will, he asks the question: How? It is the *how* with which this paper deals.

The consolidated school more than any other one rural institution has the possibility for bringing the rural population into closer reciprocal relationships. This mutual influencing depends, however, on the types of personality brought into contact, the stimuli injected, the existing social values and opportunities for psychic interactions. Socialism is a

[1] Cooke, Katherine M., "Distribution of Consolidation and One-Teacher Rural Schools." National Education Association Proceedings, 1925, page 539.

process of psychic interactions, and when a person comes to have reciprocal relationships with others in his group, we may say he is becoming socialized with respect to this specific group. It is not possible for him to remain a socialized static; his reciprocal relationships shift from person to person or become more or less mutual with a particular person. This changing and shifting is known as psychic mutation. Painstaking research would reveal multifarious psychic mutations in any consolidated school community. In the absence of such investigations, we are forced to generalize and synthesize from such studies as those of Allen, Cook, Covert, Preston, Ferris, Hayes, and Kolb.

Social contacts depend upon a number of factors; such as geographical and climatic conditions, economic and social distinctions, political and religious affiliations, and a community of interest. The consolidated school from its very nature tends to draw a community together. It is gradually displacing and absorbing the one-teacher school. In 1920 it is estimated that there were 12,500 consolidated schools, and 188,000 one-teacher schools. For 1922 the consolidated schools numbered 13,000 and the one-teacher schools 175,000. In 1925, the latest year for which an estimate is available, there were 14,000 consolidated schools, employing about 150,000 teachers, and enrolling approximately 2,500,000 children. In the same year it is estimated that there were 168,000 one-teacher schools with an enrollment of about 4,250,000. It must be remembered that no complete data were available and that the concept of consolidation is constantly undergoing change. When one-teacher schools are merged into consolidated schools, the school population, although stationary, is brought together in new centres of interest. Such a psychic migration produces a change in relationships. This change becomes a new factor in the process of rural socialization.

In this increase of numbers in schools, the service area of the school is extended, and other social contacts are established. This service area is much larger than that of the one-teacher school. In his study of 260 consolidations Abel found that the area varies from 6 to 100 square miles and that the median consolidated school serves an area of 36 square miles, about three times as great as that of the average one-teacher school. Whether this area be in terms of wealth, square miles, or population, it includes enough families to finance and to furnish a sufficient number of children to maintain a type of school that fosters extra-curricular, recreational, and vocational activities, and stimulates leadership. By bringing more parents and more children together in a somewhat common interest, the geographical boundaries of the original community are pushed out; but the psychic distances are lessened, for

> The result of intimate association, psychologically speaking, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group.[2]

By placing persons in contact with each other, they must in adapting themselves make psychic mutations. Although this "fusion of individualities" constitutes a process, we may observe it from three angles; mutations between (1) adults and adults, (2) adults and children, (3) children and children. The support of the school by taxation gives all taxpayers an interest in common, the degree of interest depending chiefly upon the induction of consolidation and the personal linkage to the school. General observation leads one to believe that the centralization of any interest varies directly with the element of choice involved and the self-satisfaction derived from this interest.

The auditorium affords an opportunity to make, renew, and keep alive acquaintanceships, and thereby becomes a means by which mutual influencings may take place. But it does more than merely provide a place for assemblage: it furnishes stimuli. Surveys of the uses of auditoriums in consolidated schools reveal the fact that they are used by many agencies for such purposes, as: (1) lectures or showing educational films; (2) lodge meetings; (3) fairs or special celebrations; (4) parent-teacher meetings; (5) county teacher meetings; (6) summer school or extension courses; (7) Chautauquas and professional lyceum courses; (8) amateur plays and pageants; (9) church services and Sunday schools; (10) singing schools; (11) voting places; (12) and general mixed programs. In this way business, educational, political, religious and recreational interests draw the focus of attention from petty jealousies and rivalries and direct it toward "objects or activities which cause the group to act or respond with the aim of enhancing or elevating the personalities of the members of the group." Conflicts of present opinions and attitudes result, new influences function and psychic mutations take place.

The farmer and his family by being placed in contact with other people and by being exposed to different ideas widen their social circle so that it intersects other circles. As a consequence, the whole family is "jerked up in its mental processes" by its exposure to better types of music and literature, business methods, and various co-operative interests, and by the

[2] Cooley, Charles Horton, "Social Organization," page 15.

increase of social contacts. These new types of association require a greater participation in community activities and thereby allow a more conscious expression of the fundamental desires. As the individual reaches out to find satisfaction for his wishes, he comes in contact with others who are doing likewise, and together they become a group consciously acting together for the purpose of advancing mutual interests, chief of which is the consolidated school.

It is evident that whatever affects the parents affects the child through his home environment. The consolidated school through its very organization draws children from homes several miles distant, and places them in social contact for several hours each day. The parents cannot escape the influence of such interminglings. A certain farmer recognized this fact when he remarked: "Through my son I have become acquainted with many excellent people whom otherwise I would never have known." In addition to creating mutual friendships between whole families, individual families have their psychic relationships altered. The typical consolidated school provides for the teaching of home economics, manual training and agriculture. Since these subjects are most often taught by the project method, they provide interests in common between the parent and child. Father takes a great deal of pride in son's acre of corn. Incidentally the theoretical knowledge acquired by the son in his agricultural courses creeps in and influences the management of the farm as this project is worked out. Father and son meet on a plane of mutual influencing. There may be conflicts, however, in the home when the newer influences begin to gnaw into the mores of the family tradition, but these should be indicative of a more stable form of familial organization. These psychic mutations may be of two kinds; if the parents resent the intrusion of new ideas, there will be greater distances, but if they welcome the induction, then the whole family becomes more closely united through bonds of more intimate relationships.

All children enter school imbued with family prejudices and opinions. Although the two generations may express practically the same ideas, there is a difference in their fixity. Among older people attitudes become stabilized in more or less permanent mental patterns. The younger generation, on the other hand, has not lived long enough to fix its psychic reactions into such a stable formula. It is then less difficult to bring about reciprocal relations with children than with adults.

From the several studies of consolidated schools now available one can say that this type of school is bringing about socialization among its pupils. Larger classes engender more enthusiasm and bring more pupil interactions into being. A broader curriculum creates broader interests and offers more opportunity for specialization. Newer methods, such as the project, Dalton, and Winnetka, convert the schoolroom into a sociological laboratory. Extra-curricular activities become a means of creating a school spirit and local pride. When carried to excess such activities as basketball may sever diplomatic relations between schools. At the same time the members of each school community are being drawn closer together. In such an example we have two processes of psychic mutation—a distancing of mutual relationships between the schools and a shortening of pupil distances within each school.

Changes in the psychic interactions of all members of the school community are taking place. As a result adaptations are necessary. The nature of these adaptations will depend largely upon personality. The person of the Philistine type will cling to the customary and resume as nearly as possible the old-life organization; but the person of Bohemian type will oscillate from one intrusion to another, becoming more disorganized all the time. The creative type, however, will through high personal ability and persistency develop a dynamic individual organization in an environment such as that made possible by consolidation.

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Class and Individual Instruction

By LUKE C. RHOADS

Mount Vernon, New York

MUCH has been written recently in educational magazines to draw a sharp contrast between the merits of class and individual instruction. The arguments set forth by leaders on both sides of the question are strong. Conservative thinkers, however, realize that there are sound, pedagogical principles and practices propounded by each group which must be utilized daily in the public schools of America. The principals and teachers of Mount Vernon, New York, under the inspiring leadership of Dr. W. H. Holmes, superintendent of schools, are combining most efficiently class and individual instruction.

The aim of class-individual instruction as practiced here is to strive to have every pupil master the minimum essentials to the end that there may be class unity so that all may co-operate on common tasks and to lead and inspire every pupil to win success up to the limit of his capacity. With this clear-cut aim in mind, all the sound, pedagogical principles applying to class recitations set forth by Jones, White, Harris, and others of a former generation are retained, and the laws of learning as it affects the individual propounded so enthusiastically by our "modernists," are utilized as far as they are practical and worthwhile.

The work of the Mount Vernon schools is so organized that the class teacher may give help and encouragement to individual children as a regular part of the school work and during the regular hours of the school day. Emphasis is placed on the idea that individual work done after school is not the kind of individual work that will win the greatest measure of success. The individual work is co-ordinated with the regular class work, thus doing away with a large amount of wasted time incidental to the traditional recitation that is devoted to hearing pupils recite lessons to no real purpose. The individual period which is a study period for the class also gives time for the best sort of supervised study for the regular teacher in charge. In addition to the work done by the classroom teacher there are one or more special individual teachers in the high school and in all the elementary schools of the city who do nothing but work with needy pupils from the several classrooms of the building. These pupils require too much specialized attention and time which the classroom teacher is unable to give during the regular school hours.

As revealed in his articles, and as practiced in our schools, Dr. Holmes' plan and philosophy of individualizing instruction may be divided into three general parts; namely, technical, humanitarian, and pedagogical.

The technique of individualized instruction includes all the devices, mechanics, and plans which tend to promote the effectiveness of the individual contact. Deciding with careful discrimination who is to receive aid, recording the kind and amount of help given each pupil, giving the aid beside the teacher at her desk, thereby making the personal touch intimate, working with the individual and not small groups, and devoting at least one fourth of the class recitation to individual help are a few of the many technical phases of the work.

In the December number of the Teachers' College Record Dr. Frank McMurry makes a special plea to teachers to make more of the emotional and spiritual contact with their pupils, maintaining that this contact is the greatest single factor in teaching. Dr. Holmes has frequently stated to his teachers, and they in turn have put into practice the principle, that schools become vital only as they become human, and they become human only as they tend to individualize the unit personalities composing them. This process of individualization is, moreover, a socializing and co-operative process in which the teacher and the needy child work together in order that in the end the child may better fill his place, first in the school and later in society at large. In other words, from the human standpoint the right spirit is the motive power that sends the teacher along the way of right methods to victory over slow and retarded minds, as well as normal or superior minds, in meeting apparently insurmountable difficulties. The essentials of the right spirit are: Cheerfulness, sympathy, patience. By creating the right atmosphere in the room and the right attitude in herself, the teacher must seek to win the pupil's heart, and through his heart lead him to exert his will; for it is often weakness of will rather than weakness of intellect that causes pupils to fail to win the highest success.

From the pedagogical standpoint our teachers, during the individual period, seek to remove the most elementary difficulties. The teacher directs the mind of the pupil to the difficulty that is retarding him. This difficulty may be the result of failure to grasp some point that should have been grasped years before. On this point, however far away it may

be from the regular class work, the teacher must focus the mind of the child and her powers of teaching. The laws of learning, consisting of readiness, exercise, and effect, may be used to their greatest advantage during the individual period. The teacher leads the pupil to master the difficulties himself, not by telling him anything that by judicious questioning he can be led to discover himself nor by doing the pupil's work for him. In other words the teacher's function is to find out just what the pupil knows and with this knowledge as a basis to lead him to see his way and do the work himself. The fundamental principle of self-activity is, therefore, recognized and practiced.

In actual practice, brilliant pupils, as well as backward pupils, are given aid during the individual hour. Our principals and teachers are constantly alert to their responsibility to place before gifted children extra assignments, special promotions, research work, so that their latent talent may be tested to the utmost. Though advantages have been taken of the newer and latest devices of modern educational psychology in diagnosing weaknesses and suggesting remedies, the fundamental educational principles and axioms of methods and practices advocated by leading educators for the past fifteen years continue to be accepted as sound and effective in adjusting pupils to the environment in which they are to live.

New situations, complicated problems, and perplexing questions are constantly arising. Our duty consists in holding fast to that which has proven to be good and in showing our resourcefulness in making right use of our fundamental principles.

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HORSFORD'S ACID PHOSPHATE

The Split Infinitive

By GEORGE OLIVER CURME

Northwestern University

I HEARTILY endorse the split infinitive. For about five centuries the split infinitive has been used by the best writers to express the meaning they wish to convey to their readers. It is, after all, the most accurate way of expressing one's self. While I oppose a reckless use of the split infinitive, I maintain that to make known one's thoughts in language requires its use frequently. For instance, which should you say, "failed completely to understand it," or "he failed to completely understand it"?

These two variants have different meanings and to express accurately one shade of meaning, one must split the infinitive. If you desire to emphasize the thought of completeness, employ the first wording, but if you wish to indicate the extent of his understanding, you must, perforce, utilize the second expression. After all, language is to express one's thoughts and should a split infinitive best express one's thoughts, it must be used, if one is to write correctly.

Smiles

A smile is quite a funny thing;
It wrinkles up your face;
And when it's gone you never find
Its secret hiding-place.

But far more wonderful it is
To see what smiles can do,
For smile at one, he smiles at you,
And so the smile makes two.

He smiles at some one, since you smiled,
And then that one smiles back;
And that one smiles, until, in truth,
You fail in keeping track

And since a smile can do great good
By cheering hearts of care,
Let's smile and smile and not forget
That smiles go everywhere!

—The Beacon.

The Aim of Education

By ETHEL MAY NORTON

Greenfield, Massachusetts

IS IT NOT possible that the present moral turmoil may be due, at least in part, to the lack of character education of yesterday? What, then, of the morals of tomorrow? They will either be better or worse, we know, and the direction that they will take will depend upon those into whose sacred keeping has been placed the guidance of our youth. We must desire the best, ourselves, enough to be able to make it attractive to our young people, and desiring it, consider how it may be attained.

For most of us living at our best is impossible without the development of the spirit life we call religion. It is that which unifies the varied experiences of life and evaluates them, —which makes the quality of our lives. It is the interpretation of life—the art of living, and without it we cannot live at our best.

Bertrand Russell in his "Education and the Good Life" gives four characteristics that seem to him "to form the basis of an ideal character—vitality, courage, sensitiveness, and intelligence." He does not claim that this is an exhaustive list, and we may vary it at will, but what we believe to be the best character will only be built when deliberately planned and forged through disappointment, sorrow, work, play and love.

The most thoughtful people will agree with President Marsh of Boston University that "Character is the most important end of education." Nor is this sufficient for the truly efficient and the best life. We must decide upon the quality of the character we desire and lay plans for accomplishing that end.

You say the home is the place to teach religion, and no one will say you nay; neither will anyone gainsay that it is not being taught there. Etiquette, too, should properly be taught in the home, yet, when it is not taught there, the public school tries, by very carefully planned methods, to help the children acquire courtesy and the gentleness of spirit which makes the machinery of life run more smoothly. We are equally anxious to help them develop the art of living, to help them live at their best, to make life full and rich, and a blessing to themselves and those about them.

This is not a plea for sectarianism or theological teaching. Fortunately, neither one is necessary to living "the good life." If we are worthy of the name of Christian, however, we can agree upon some fundamentals that will give our young people a basis for thought, development and ideals. We can teach them of the love of God, which must be found in the hearts of men, and of its influence in our lives in the control of our moods, our words, our actions, and its out-working in our relationship to others—of its influence upon our spirit life—for "out of the heart are the issues of life."

My Creed

BY S. E. KISER

This is my creed: To do some good,
To bear my ills without complaining,
To press on as a brave man should
For honors that are worth the gaining;
To seek no profit where I may,
By winning them, bring grief to others;
To do some service day by day
In helping on my toiling brothers.

This is my creed: To close my eyes
To little faults of those around me;
To strive to be when each day dies
Some better than the morning found me;
To ask for no unearned applause,
To cross no river until I reach it;
To see the merit of the cause
Before I follow those who preach it.

This is my creed: To try to shun
The sloughs in which the foolish wallow;
To lead where I may be the one
Whom weaker men should choose to follow.
To keep my standards always high,
To find my task and always do it;
This is my creed—I wish that I
Could learn to shape my action to it.

—Exchange.

Personal and Professional

RAINEY T. WELLS, president of the Murray State Teachers College of Kentucky, is one of the most notable additions to the profession in many a year. While ranking as a layman he developed educational statemanship exceeded by no professional leader. He was largely responsible for giving Kentucky the best educational tax law any state has ever had. While providing matchless increases for buildings and maintenance of the State University and State Teachers Colleges there is a surplus of more than a million dollars a year in the State Educational Fund. It was this outstanding devotion to the cause of education and unprecedented ability in reducing taxes on real estate one-fourth while providing vastly more for education than ever before that led him to accept the presidency of one of the new State Teachers Colleges.

WHARTON S. JONES, Memphis, Tennessee, has been an eminent leader in the public schools of West Tennessee. In twenty-two years he was either superintendent or assistant superintendent of Memphis, dividing the years about equally between the two positions. When he was assistant superintendent the superintendent was a "foreigner," from Missouri, or Minnesota, so that the assistant was the real guiding spirit. It is easily demonstrated that many of the notable features that make Memphis eminent in educational leadership were the creation of Professor Wharton S. Jones, who is highly appreciated personally and professionally in Memphis.

OSCAR F. RAYMOND, who goes from Wakefield, Mass., to Brockton as supervising principal of a junior high school and four elementary schools, is one of the most enterprising public school men of Middlesex County, the largest county in the state, and is one of the most public-spirited citizens of Wakefield. He is active in the State Association of Massachusetts, is a member of the Board of Directors, and as a delegate to the Philadelphia meeting of the National Education Association was assigned to important service of the Association.

WILLIAM EWING, principal of the Pasadena High School, has accepted the assistant superintendency of Oakland. The Pasadena High School has high rank, and the principal is always a leader in educational affairs. Dr. Frederick M. Hunter is an expert in the selection of his associates.

J. O. ENGLEMAN, who is succeeded by George C. Carroll, principal of the high school, as superintendent of Terre Haute, Indiana, is widely and favorably known, especially in National Education Association circles. He made the schools of Decatur, Illinois, nationally famous. He is the author of highly successful school books, Laidlaw Brothers, publishers.

MRS. ELIZA A. BLAKER, president of Teachers College, Indianapolis, who died in her home in Indianapolis on December 4, 1926, was one of the most eminent women educators of America. In a canvass of votes in Indianapolis recently for a list of the ten most important living women in the United States Mrs. Blaker was among the ten.

At the Philadelphia Exposition, 1876, there was created the "Centennial Kindergarten Training School," and Mrs. Blaker, already a graduate of the Philadelphia Normal School, was a graduate of the "Centennial" at the age of twenty-two. She attended the meetings of the National Education Association at the Philadelphia meeting, and formed acquaintance with the leaders of that day, who were her friends as long as they lived.

In 1882, at the age of twenty-eight, Mrs. Blaker was selected to open a kindergarten school in Indianapolis, which soon became a kindergarten teacher training school. The chairman of the committee was Hiram Hadley, one of the national leaders of that day. Later he became state superintendent of New Mexico, and later president of the State Normal School of New Mexico. From the first Mrs. Blaker was recognized as one of Indiana's leaders, and one of the leading women in education in the country.

DR. JOHN S. P. TATLOCK of Harvard, who has been elected president of the Association of University Professors, although only two years on the Harvard faculty is the most conventionalist of any one on the faculty. At the meeting of the American University Association in Chicago his address was one of the most impressive of all delivered in the three days, and at the Philadelphia meeting of the American Association for the Advancement of Science, in the English Council Dr. Tatlock was one of the outstanding leaders, and his election to the presidency of the council was merely a recognition of his scholastic leadership.

Character Chats

By JOSEPH B. EGAN, A. M.

The Man and His Grandson

AS I LEFT the South Station this morning I saw in front of me an old bent man walking along with a child, evidently his grandson, hanging to his hand. It occurred to me that there before me was the greatest reason in the world why girls and boys should cultivate the good and avoid the bad things of life.

I suppose you are wondering what the practice of good and avoidance of evil has to do with that old man and that young child. I wish I could tell you the way I feel it. I am afraid I do not know enough, but I shall try. Perhaps your teacher will read what I have to say every Monday morning for the rest of the school year and perhaps by and by you will understand just what I am going to try to tell you.

The average life of people in America is about forty years. In other words, one bunch goes off the stage and another comes on during that space of time. All about us, today, for instance, men and women are doing big things; twenty-five years ago these same persons were only preparing to do big things; forty years ago they were children like yourselves. These people are now having their day. Think what they are doing; some are building up big business; some are writing books; some are teaching school; some are lawyers; some are doctors; some are running the government; and all are dotting the whole country with homes around which happy children are growing up. How different the picture will be thirty or forty years from now. All these vigorous, successful men and women will be old and bent or else quietly asleep in a long rest. Suppose as each went out there was no one to come in with strong young hands and powerful hearts and clear eyes and steady nerves; the great factories would slow down and stop; the trains would rust on the sidings; grass would spring up on our streets; and our cities would tumble down and be overgrown.

What is to prevent such a sad ending for our proud race here in America? Why will the future see the same or even greater activity roaring through all the trades of men?

If I were to answer these questions as I should like it would be necessary for me to see far into the future. I could then call each of you to me and I should say to Paul: "Twenty-five years from now a Mr. So-and-so will die, and you will be elected president of his great company. You will be given a big job. Get busy now so that you will be ready to carry on the work when your turn comes." I should say to Mary: "Good morning, my dear. I have just learned that you are going to become the wife of the Thirty-second President of the United States. A mighty big job. Get busy now and study hard and be honest and courageous so that you will be an honor and a help to your illustrious husband." I should say to William: "Well, well, so you are to be the engineer who is to drill the longest tunnel in the world through the highest mountain! Good luck to you, my boy! You'll need all the education you can get." And so on down the line, pointing out to each the necessity for getting ready for the big job ahead. As it is I am going to close this lecture with these words: "Be brave! Be good! Be worthy! The whole world is waiting to see what kind of a new boss you are going to be. Be kind! Be generous! Be honest! There will be only yourselves to account to. The world will be yours."

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Footprints

TODAY, all over our fair northern land, there are footprints in the snow. If we examine these tracks carefully we learn many interesting things. The toes all point forward. Nowhere can we find a track in which the snow tells us the person has walked backward. We draw, therefore, from this fact, the interesting conclusion that people are going forward. The tracks go right on in a definite direction. The people who made them evidently were determined to go somewhere. We, therefore, draw the interesting and important conclusion that people all about us are earnestly trying to reach a goal. If we follow the tracks for even a short distance, we see them plow on over light and deep snow, the distance between each footprint remaining very nearly the same in all cases. From this fact we draw the important conclusion that people are earnest in what they do and that above the tracks traveled a serious and determined mind. Our little examination of the footprints in the snow has, therefore, taught us the secret of success. Beside the footprints of our friends and neighbors we must place our own. In making them we must go forward, we must have a goal, we must be determined in what we do. Of course, there

are many other qualities that blend to make the happy life, and others that blend to make the noble life, and still others that blend to make the inspiring life, but when all is said and done, the foundation of successful living is taught us there in the snow. Go forward! Have a goal. Be earnest!

The Ringing Bell

I WONDER how many of us realize what a place the ringing bell has in our lives. Today, as I approached the station I heard the bell ring that warns one of an approaching train. I was so far away that I had to hurry, and I feel sure that had it not been for the friendly warning of the bell I should have missed my train. I began, as a result, to think about the influence of ringing bells. Near my home is a convent, and every morning a great bell rings, which seems to say: "Begin the day with a prayer. There is a good God who deserves a moment or two at the beginning of each day." A little later a clock rings out a warning from the living room which seems to say: "It is now seven o'clock. Get ready to leave for your day's work." When I reach the school I hear a bell which says: "Here they come, fourteen hundred of them, all bright and ready for the day's work."

Each one of these bells means more than a tinkling sound. Behind each is a deep spiritual meaning we should all understand. For instance, the school bell is vastly more than vibrating metal; it is the sounding of a great Opportunity for every pupil. It says: "A new day in your life is opening up, full of the promise of richness and strength for those who make a right use of it. Between the opening and the closing bells you are to have laid before you the choice treasures of the mind. Choose well, that your future may be full of happy things."

Now, girls and boys, beside these bells of brass which the ears of the body hear, there are other beautiful bells of the soul, which only the spirit can hear. These are also bells of Warning and Opportunity which ring within the soul whenever there is something to be avoided or some kindly deed to be done. When a person comes up to you and begins to tell you an evil story a bell rings which says: "Look out! An evil story is coming! Get out of the way! It will cover you with dirt!"

When trouble is about to begin and you see one word leading to another a bell rings, which says: "Look out! Anger is buzzing about you. Walk quietly away and he will not follow you."

When you see a person in trouble, especially of the kind that you can lighten, a bell rings which says: "Lend a hand! Be a good fellow!"

FOR TEXTBOOKS

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And so it will be all through our lives. Bell after bell will ring either to warn us or to announce an opportunity. To disregard the warning bell is to bring down certain disaster upon us; to disregard the bells of opportunity is to rob ourselves of success and happiness. Let us think then, once in a while, of the blessings of bells whether made of moulded brass or the finer substance of the soul. Let our whole life be full of the sweet melody of ringing bells.

Two-Legged Offices

ONE day I was over in the Old South Building. I went up in an elevator, and then walked down a long hall. On each side of me were doors with glass panels, and on each glass panel there was a name. I read one and knew that an architect worked behind it. I read another and knew that a lawyer worked behind it. I read another and knew that an insurance man worked behind it. All down the line the names on the doors told me something interesting about the workers beyond.

It is very much the same in life. We are all little offices that run around on two legs with faces and manners which, interpreted in terms of the English language, say to everybody who knows us: "John Jones, or Sam Smith or Bill

Doolittle." Inside of each two-legged office sits the owner of the office looking out through his two little round windows on the world about him. Now the point is this: No matter how much a man knows, he is misjudged if his two-legged office is not kept neat and clean; and, on the other hand, no matter how neat and clean the two-legged office is, it is a place to stay away from if the man inside is not neat and clean.

We should all take a good look at our offices. We can see the outside by looking into a good mirror. Perhaps what we see will make us exclaim: "Aha! This office needs a good cleaning up. Its hands are a sight and its neck is dirty. I must attend to all this at once before people begin to come by and make comments on it." Then we should take a good look at the owner who sits inside. We can do this by taking a good look into the mirror known as conscience. Perhaps what we see will make us exclaim: "Aha! That's too bad. I'm getting lazy. I sit all day in my office, looking out, doing nothing," or we may say: "If I keep up these business tactics I shall lose my reputation as a business man. Honesty is, after all, the best policy."

At all events, a thorough looking over will do every one of us a lot of good and show us a number of things that need to be tidied up if people are to come to our offices for help of some kind or other.

Mudslingers

IN A FAR country called Just-Around-the-Corner lived a race of pygmies of very spiteful natures. They were so evil-minded that they could not bear the sight of anything good or beautiful. It was the custom among them, whenever anyone who was good passed through their dominion, to gather along the side of the road and throw mud at him. Now there was in that part of the world a vast mudhole called Bitter Spite, and it was out of the black ooze of this mudhole that the pygmies fashioned the mudballs of Evil Report. These balls had the disagreeable quality of sticking to whatever they hit and staining it so deeply that not even the clear waters of Perfect Truth could wash out the mark. Of course these spiteful pygmies dirtied their own hands when they handled the mud, and they dirtied their own clothes and spattered up their own faces, but they did not seem to mind at all, for they had unclean spirits.

One day it was reported among them that a beautiful princess was on a journey through their country. It was heralded far and wide that she was kind and good, and very lovely to see. This report angered the spiteful pygmies, and they resolved to cast mud at the princess when she went by on the great highway of life. So they all went down to the mudhole of Bitter Spite and began fashioning mudballs of Evil Report. Some picked up the mud near the edge, which was called Sarcasm, and others went right out into the middle and selected a special kind of mud that was so black and evil-smelling that everyone spoke of it as Idle Gossip. While this was going on the Spirit of Honest Dealing came down over the mudhole and stood before the spiteful pygmies and said: "Hold! Do not fashion those mudballs! The princess has done no wrong. The evil is all in your own minds." But the mudslingers rose up and jeered and hurled their mud at the bright silver wings of the Spirit of Honest Dealing. Then the good spirit became very angry and said: "Behold! Since you are determined to throw mud, this shall befall you: From this day forth no one of you shall throw a ball that shall not be labeled with your own name. Your name shall appear also on all the balls thrown by others who have been influenced by you. And this also shall come to pass: All the mudballs marked with your name shall be returned to you, each one grown into a black mountain of evil things. In that day you shall cry out with shame and remorse, but behold, the black mountains of evil things shall fall down over you and bury you forever."

The spiteful mudthrowers laughed and jeered at what he said, and went right on fashioning their balls of Sarcasm and Evil Report and Idle Gossip. When the princess came by along the highway of life the spiteful pygmies were all on hand. Instead of seeing anything beautiful about her they saw only a target for the balls they carried. First one began to throw and then another; it was sad to see the way the mudball of Idle Gossip ruined the beautiful garments of the princess. There was no mercy or feeling of sorrow among any of the mudslingers, and ball followed ball until the princess was buried out of sight under the black mud. That night a strange thing happened. Names began to glow all over the pile of mudballs, then the balls began to grow in size until each became as large as a mountain, and the names shone out like electric signs; at last the whole country was covered; then the mountains slowly moved together and at last tumbled down on the valley of the mudslingers.

They say, if a person places his ear against the rock of one of these mountains he can hear, deep down in the centre, queer patting noises like those made by soft mudballs striking against granite walls.

EDUCATION IN ACTION

Library Books Ordered by Telephone

"Order your library books by telephone and get them by mail," is the invitation of Matthew S. Dudgeon, librarian of the Milwaukee Public Library. He announced this new service as part of a program to make it as easy as possible for the public to get good reading. "The new service will be a boon primarily to persons unable to journey to and from the library," said Mr. Dudgeon.

Says Jews Shame Native Students

"The Jewish boy in New York City —and the better class Italian boy— have a zeal for study that puts to shame the boy of native American parentage," Dr. Avery W. Skinner of the New York State Department of Education recently declared. Referring to the "complacency of students in high school these days," Dr. Skinner said too many "seem satisfied with a passing grade and this attitude is more marked today in the country schools than in the city schools, and particularly among the American born, to our shame it must be said." Dr. Skinner described having seen whole families of foreigners faithfully studying their lessons in tenements on the east side of New York, and then he inquired: "How many families of our own American stock sit down after supper to study?"

Meiklejohn to Head New Type of College

Alexander Meiklejohn, former president of Amherst, will realize his dream of establishing the "American college of the future" at the University of Wisconsin. Since the early part of 1926 Dr. Meiklejohn has been a professor of philosophy at Wisconsin, and beginning October next, he will head his new college. The idea of the Meiklejohn experimental college has been evolved with the aid of Dr. Glenn Frank, it is understood, and the trustees of Wisconsin have consented to finance the experiment for at least two years. One hundred and twenty-five freshmen, men and women, will begin their two years' work with Meiklejohn and sixteen professors with the assurance that after their experiment they will be admitted to the regular junior ranks of Wisconsin. A second 125 will be taken in the second year. There will be no "professing" done by any of the regular sixteen professors, for Dr. Meiklejohn will abolish lectures. Professors and students will sit down together to argue out all matters pertaining to the subject along the famous Socratic method. He intends to prove that our present scheme of teaching by courses, laid out on a time-table plan, is disastrous to the student's intellect.

Foresees Danger In Limited Enrollment

There is danger that the process of stricter selection of college students can go too far, despite the fact that rapidly increasing enrollments are taxing America's institutions of higher learning almost beyond capacity, according to Dr. Daniel L. Marsh, president of Boston University. "We may well look twice to be sure that we do not, through artificial and unreliable barriers of too rigid selectivity, reject from our colleges promising and productive material," Dr. Marsh declared. "If we are to be shut up to a choice between qualitative and quantitative production we must choose quality every time. In spite of our theories something will have to be done before long if the number of students desiring admittance to institutions of higher learning to secure university education keeps on increasing as it has in recent years," he said.

Worship of Doctor's Degree Criticised

That the desire for a doctor's degree amounts almost to a fetish, the earning of which along prescribed lines eliminates initiative and independence of thought, was the opinion expressed by various speakers at the recent meetings of the American Association of University Professors. Criticism also was expressed of the "lecturing" habit of Americans who have been successful in some line of undertaking that may be of but momentary interest. "We are a lecture-going people to an amazing degree," said Dr. Frank Aydelotte, president of Swarthmore College, "and if a man writes a successful book or becomes outstanding in some special endeavor, although it be of temporary interest or importance there are always thousands of persons who are eager to hear him talk about it."

Forestry College Widens Its Scope

Practical experience co-ordinating with theoretical training has brought the college of forestry of University of Washington to a place of commanding importance in the great lumber and logging industries of the State of Washington. Organized in 1907 with ten students, the enrollment this year is 175. Among the students that have enrolled are representatives from eight foreign countries. In some instances the students from foreign countries have been sent by their governments. The college has extended its courses until it is in touch with almost every phase of the industries. During the three summer months students of the institution work in logging camps, lumber mills, and in plants and mill offices. The seniors in logging engineering spend their final three months at a logging camp under supervision of an instructor.

N. E. A. Tour to Seattle

Tour leaves Boston June 25, 1927. Visiting—Chicago, Glacier National Park, Seattle, Portland, Columbia River Highway, San Francisco, Yosemite National Park, Los Angeles, Catalina, Pasadena, Grand Canyon, Colorado Springs, Pikes Peak, Denver, etc.

Detailed itinerary will be mailed upon request.

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Schoolgirl Rouge Shocks Mother

Charging that nigh school teachers are improperly encouraging the use of powder, lip-stick and rouge by young girls, Mrs. Blanche Bates Creel, actress and wife of George Creel, writer, recently threw the San Francisco School Department into a public controversy. Aroused, she said, by the request of her thirteen-year-old daughter for cosmetics, Mrs. Creel investigated and then addressed a letter to the Board of Education in which she decried the "juvenile face-daubing" and urged that it be checked. Referring to the Girls' High School, which her daughter attends, she said: "What that school needs is an epidemic of face washing and spankings. I'm going to have the board act on this if I have to cry from a soap box." Mrs. Amry Prag, a member of the Board of Education, admitting the practice, laid the blame on mothers. "The children merely follow the example they receive at home," she said.

Colleges Show Greater Enrollment

An increase of eleven per cent. is shown in the number of full-time students for the present academic year, as compared with 1925-26, according to reports received by Dean Raymond Walters of Swarthmore College from 188 institutions on the approved list of the Association of American Universities. The gain is nine per cent. for grand totals, which include part-time and summer-school students. The expansion is general throughout the country, Dean Walters reports, except for the Middle West. There twenty small colleges have slightly fewer students. A policy of limitation has brought down the enrollments in a number of colleges. The University of California ranks first with 17,101 full-time students and Columbia is second with 12,643. In total enrollment, which includes summer schools and part-time students, Columbia leads the country with 30,526. California is second with 24,756.

Refuses to Hire College Graduates

"No college graduate need apply to me for a job. He will not even get consideration. I have had my fill of college graduates, and have made an absolute rule against hiring college men." This pronouncement against college-trained men comes from a prominent Eastern business executive who formerly favored college graduates. A few of the reasons he gives "why I would not hire a college man" are: (1) Because of their laziness, irregular hours, desires for much time off, and their casual attitude toward their work; (2) because of their constant desire for undeserved raises in salary in order to maintain the false standards of life they learned at college; (3) because of their pleasure-loving habits, fostered at college; (4) because of their ingrained notion that they are of a different breed and therefore should be treated differently from the non-college workers."

Austrian Educator Wants Union With Germany

Austria's union with Germany appears to the rector of the University of Vienna, Dr. Hans Molisch, as the way out of the pecuniary difficulties in which these educational institutions, largely dependent on state help, have been placed since the war. In university circles the opinion is most often expressed that Austria cannot recover economic prosperity sufficiently under the existing conditions to maintain its people on the cultural level common to the country before the war. Dr. Molisch, who has only recently become rector of this greatest of southern German universities, emphasized in his inaugural address the need of all "German-Austrian" students to work without ceasing that the hope of "union with the Motherland Germany may soon be fulfilled."

Old-Time Dancing Wins School Test

The old-time dances revived by Henry Ford for present-day use have been restored to favor in the public schools of his home town, Dearborn, Mich. The Board of Education there has announced that Mr. Ford's dancing instructors will be permitted to continue classes in old-fashioned dancing as part of the physical education curriculum. This decision was reached after consideration of a petition, signed by 200 parents with children of school ages, in which the old-time dances were criticised. The public exhibition of the dances by school pupils of all ages resulted in an overwhelming expression of public sentiment in favor of continuing the old-time dances. It was pointed out that this form of physical training is entirely elective.

Finds College Girl As Good As Ever

The college girls today are no worse than their mothers, in the opinion of Miss R. Louise Fitch, the new Dean of Women at Cornell University. "Perhaps they punctuate their conversation with words like 'golly,' 'darn' and 'devil," which in former years were considered unesthetic," she said. "Twenty-five per cent. of the girls are earning all or a part of their board. We have 300 girls who must have work. Even from the poorer families I find girls who have never swept a floor or washed dishes in their lives. I refuse to advise girls about their love affairs. If you fail them once in your advice, your influence is gone," Miss Fitch asserted.

Students Turn Tables And Test Teachers

Tables were turned at Michigan State Normal College recently when the student body was permitted to grade the faculty members according to teaching ability, as seen by the undergraduates. It was given out that the results showed a striking unanimity among students as to the abilities of their several instructors. The latter were permitted to visit the office of the president, Charles McKenney,

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to find out just where they stood with their classes. The results of the novel grading, accomplished by secret ballot, are closely guarded from the public. The freshmen and sophomores had a tendency to give higher grades than the upper classmen.

Blind Boy Made Editor Of High School Paper

Hugo Sagllo, a senior in Weaver high school, Hartford, Conn., who is totally blind, has been chosen editor of the Weaver section of the Chronicle, the literary magazine published by the three high schools of the city. After finishing the grammar grades at the school for the blind he entered Weaver high school, where he has had an excellent record. In his high school work the boy uses the Braille system for some of his assignments, but for his reading work the school for the blind "supplies the eyes," such matter being read to him by teachers there. For his written assignments Sagllo uses the typewriter. He plans to enter college this fall and specialize in journalism.

Tribute to Rich Men of America

The sense of duty toward the public felt by America's wealthy men was extolled recently in the historic Sorbonne Amphitheatre, France, by speakers at the inauguration of the chair of American literature and civilization at the University of Sorbonne, endowed by the late Lee Kohns of New York. American Ambassador Myron T. Herrick, praising the generosity of Mr. Kohns in providing funds for the chair, said that the gift "reveals to the French people what exists in the hearts of my countrymen—a desire to approach other peoples intellectually as well as affectionately." Professor Charles Cestre, who will hold the new chair, said that there was not a single stricken region in France which in recent years had not been the recipient of American generosity. Former Ambassador Jules Jusserand quoted the prophecy of the eighteenth century French statesman Turgot regarding America—"This people is the hope of the human race."

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TREND OF THE TIMES

FIRST MINISTERS have been appointed by the State Department to represent the United States in Canada and the Irish Free State. William Phillips, ambassador to Belgium, is assigned the Canadian post and Frederick A. Sterling goes to Dublin. The department stated that Mr. Phillips' assignment to Canada with the lower rank of Minister is in recognition of the importance of the new post.

ADVENTUROUS YOUTHS of this country who have felt the urge to become sailors and see the world now have the added inducement to "join the navy and see the movies." The navy asserts that it has become the largest motion picture distributor in the world, having 1,200 complete eight-reel programs in duplicate and 150 in triplicate and almost 5,000 reels of short stories, comedies and cartoons. A film travels three years before it reaches storage.

PARIS USHERS and waiters, because tip-getting has developed into such a paying industry, now have to pay the managers for the privilege of working in theatres and restaurants. In a music hall that specializes in foreigners and high prices, the middle-aged women ushers expect a minimum tip of one franc. If they don't get it they ask for it in a rising voice which quickly embarrasses the theatregoer.

CARRIER PIGEONS still hold their own as an excellent medium of messenger service even though the army could not carry on very well without radio, telephones and telegraph. The pigeon service of the United States Signal Corps recently won over 900 other home pigeons at a show in Brooklyn. The first pigeons to be used in war dates to the time of Decimus Junius Brutus, who was besieged by Mark Anthony, according to the War Department. During the World War 500,000 homing pigeons were in use.

VIRGIN ISLANDERS living in the United States have petitioned Congress to give them American citizenship, now denied them. The six hundred petitioners explained that they cannot become naturalized because they have no country save the United States from which to forswear allegiance.

VOLGA BOATMEN and their singing are rapidly becoming a thing of history. The river formerly so lively with the crafts of fishermen and caviar collectors is nearly deserted. Revolution and famine have changed things, and now the villagers who drew their living from the Volga are turning their faces inland to take up farming and other pursuits.

RADIO COMMUNICATION has been established in South America between widely scattered branches of an American automobile export company. Each night at a set hour the regional headquarters at Montevideo broadcasts messages to and receives reports from the other branches located in Sao Paulo, Valparaiso, Buenos Ayres and two other points in northern Brazil. The cost of the system is said to be low and its use is expected to result in reduced telegraph and cable expenses.

SAFE OWNERS in London are having their safes built into the outer wall so that the front opens in the street to eliminate the possibility of robbers working behind closed doors. The manager of a theatre was the first to build the new type.

CIGARETTE SELLING in Kansas was recently made legal when Governor Paulen signed the bill repealing the state's anti-cigarette law. He declared, however, that the license fee provided was unfair and unreasonable, and he saw no reason why cigarettes should not be advertised in the state.

GAME LAWS protecting lions in East Africa are urgently needed according to Frederick S. Colburn, Chicago business man who has returned from a three-months' hunting trip there. He declares lions are being slaughtered with such ruthlessness by certain American hunters that there ought to be a law.

SAVINGS RECORD of the country is claimed by the incorporated village of Hyde Park, Vt. Deposits in its single bank, the Lamoille County Savings Bank and Trust Company, show a per capita average of $7,717 for the 368 inhabitants of the village. The American Bankers' Association reports the average per capita savings for the United States as $192.

NO DEBTS will be held against the United States by 1950 in the opinion of Eliot Wadsworth, former assistant secretary of the United States Treasury. "Since 1920 there has been a surplus of income each year and it has been applied to paying off debt. At the present rate of payment we can hope for a balance sheet free and clear of liabilities by 1950," he declared.

The BOOK TABLE

PRINCIPLES OF BOOKKEEPING AND BUSINESS — Elementary Course. By Charles E. Bowman, Girard College, and Atlee L. Percy, Boston University; Frederick G. Nichols, Harvard University, general editor. Cloth. 288 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

It is characteristic of breadth of view of the American Book Company that brings together Girard College, Boston University and Harvard University, in each of which commercial education is magnified. The present trend in education is to bring every subject down a year or two.

One of the especially wholesome phases of education is meeting the spirit of the times by making a business of having students know business ways and means fully two years earlier than in other days. Now every boy and many a girl has a checking bank account which was unheard of a few years ago. Boys and girls very generally are a budget basis. The thrift drives make it natural for boys and girls in the junior high school, and often earlier, to be familiar with the basal principals of bookkeeping. This book of Business Principles and Bookkeeping is an elementary course to meet the need of the day in this matter.

LABORATORY EXERCISES. To accompany Waggoner's Modern Biology. By Mary Allison Bennett, B. S., Western Illinois State Teachers College. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

These laboratory exercises are intended to form an integral part of a year's course in elementary biology. The exercises are so arranged that they can be employed almost equally well in the laboratory which has little equipment and in one which is complete in every respect. While the demonstration method is the most economical of supplies the directions are so planned that in most cases the individual method of study may be used. Throughout the course the availability of the material to be employed has been kept in mind. In the majority of the exercises where live specimens are to be preferred, it should be possible to obtain them at the season of year for which they are suggested. It is advised that much of the work be done in the field, either by the class as a whole or by individuals. Throughout the book the attempt has been made to conform to the recommendations of the Commission on the Reorganization of Secondary Education appointed by the National Education Association.

ENGLISH MEN OF LETTERS. New Series. Edited by J. C. Squire. SWINBURNE. By Harold Nicolson. New York: The Macmillan Company.

This new series of English Men of Letters will be under the general editorship of J. C. Squire. The original series, edited by the late Lord Morley, was begun in 1878, and now includes sixty-two volumes, among them such classics of criticism as Lord Morley's "Burke," Sir Walter Raleigh's "Shakespeare," and G. K. Chesterton's "Browning." Anthony Trollope, who wrote the volume on Thackeray, is soon to be included as the subject of a volume by Hugh Walpole. Others of the older writers who are still absent from the list will appear in the new series, as well as a number of more modern men of letters who were not eligible a generation ago.

In this volume Mr. Nicolson opens his study of Swinburne with a chapter on The Approach to Swinburne, and then takes up the successive stages of the poet's work, giving the biographical background as he proceeds. It is a keen and yet a sympathetic study, which will explain much in Swinburne's character and poetry to those who have found him difficult to enjoy.

PSYCHOLOGY OF THE KINDERGARTEN-PRIMARY CHILD. By L. A. Peckstein, Ph.D., and Frances Jenkins, both of the University of Cincinnati. Cloth. 281 pages. Boston, New York, Chicago and San Francisco: Houghton Mifflin Company.

The discovery of the Kindergarten-Primary child is one of the important events in American education of the twentieth century, but it is very generally accepted by school officials. The Froebelian philosophy loses nothing when the Kindergarten-Primary work is honestly developed by one who seeks to get primary work re-created by the wonderful philosophy of Froebel. Whatever criticism has come to the Kindergarten-Primary movement has come and will always come when some devout Froebelian is afraid his ideal will lose its distinction. These authors make a determind effort to utilize everything Froebelian by applying it to the twentieth century American child.

They start with appreciation of the various contributions that have been made to primary education in the present century and then breathe into the best of these contributions the spirit of Froebel with the ardent devotion that always possesses his disciples.

The chief contribution which the authors make is the way in which they insist from first to last "a child is a child" and will remain a child while learning in school and by school subjects the things that will function as they will function in his learning everything in school and out of school. These authors use the schoolroom and its equipment without allowing its stereotyped traditions to make school work static. Personally we are impressed with the contribution these teachers in the University of Cincinnati have made to the modernizing of the education of children as they start their school life.

GEOGRAPHY FOR BEGINNERS. Book Two. By Edith P. Shepard, principal of Elementary School, Chicago. Cloth. (7 by 9 inches.) 200 pages. Chicago, New York: Rand, McNally and Company.

This is one of the most perfect pieces of book work we have seen, but its claim to professional admiration is not primarily or chiefly in its matchless maps and illustrations or other features of exquisite bookmaking, but in the author's superb literary art of appealing to children to read understandingly, appreciate ardently, think clearly and retain impressions permanently.

Books Received

"El Sombrero de Tres Picos." By D. Pedro A. de Alarcon. Edited by Charles B. Qualia. Richmond, Virginia: Johnson Publishing Company.

"The Wonderful Tune." By Randall J. Condon.—"Clothing and Textiles." By Mary Lockwood Matthews Boston: Little, Brown and Company.

"Psychology of the Kindergarten-Primary Child." By A. L. Pechstein and Frances Jenkins.— "Principles and Technique of Teaching." By Frank W. Thomas. Boston: Houghton Mifflin Company.

"Le Voyage de Monsieur Perrichon." By Labiche and Martin. Edited by Charles F. Zeek.—"Plane Trigonometry." By Herbert E. Buchanan and Pauline Sperry. Richmond, Va.: Johnson Publishing Company.

"Child Guidance." By Smiley Blanton and Margaret Gray Blanton. New York: The Century Company.

"Adult Education." By Joseph K. Hart. New York: Thomas Y. Crowell Company.

"Principles of Modern Radio Receiving." By L. Grant Hector. Buffalo: Burton Publishing Company.

"Some Primary Methods." By Laura G. Sloman. New York: The Macmillan Company.

"A Modern German Grammar." By Peter Hagboldt and K. W. Kaufmann. Chicago: University of Chicago Press.

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GRINS BETWEEN GRINDS

Dark Doings

Political Boss—"Well, did you discover anything in our opponent's past life that we can use against him?"

His Henchman— "Nary a thing, chief. All he ever did before he came here was to sell awnings."

Political Boss—"That's exactly what we want. Now we can say he's been mixed up in some decidedly shady transactions." — The Non-Partisan Worker, Minnesota.

Hopeless Case

This happened out in tne Concord, Mass., public schools. The young son of one of the country's well-known artists, in answering his teacher affirmatively, used the word "Yep." Whereupon the teacher sent the boy to the big dictionary to find the word. After he had looked for it some time in vain the teacher asked: "Do you find the word 'Yep'?"

And the boy's answer was "Nope."

There Is a Difference

Teacher—"How many seconds are there in a minute?"

Pupil—"What kind do you mean, a real minute or one of those wait-a-minutes?"

Anyhow He Sang

Mother (to Bobby)—"Surely you did something else but eat at the school treat?"

Bobbie—"Yes, mummie. After tea we sang a hymn called 'We Can Sing, Full Tho' We Be.'"

Mother learned later that the hymn selected had been: "Weak and Sinful Tho' We Be."—Dublin Sunday Independent.

Grand Row

The couple were married and traveled to the lakes for their honeymoon. As soon as they arrived they took a boat out upon the lake.

The following morning the bride's mother got a postcard, which read:—

"Arrived safely. Grand row before supper."

"My!" she muttered, "I didn't think they'd begin quarreling so soon."—Wallace's Farmer.

You Tell

Professor (after lecture)—"Are there any questions?"

Frosh—"Yes, sir, how do you calculate the horse power in a donkey engine?"—Pennsylvania Punch Bowl.

Library Problems

"Have you a book called 'Even How'?" a woman asked a library attendant.

"I don't think so," was the reply. "Who wrote it?"

"Let's see. Seems to me it was the same man who wrote 'Emulsion.'"

"'Emulsion.' I see. The author's name perhaps was Scott. We have no book by Sir Walter Scott entitled 'Even How'—Oh, possibly you mean 'Ivanhoe.'"

And it turned out that she did.—New Haven Register.

There Are Exceptions

Dad—"Always remember this unchangeable truth, son—if you want to learn anything well you must begin at the bottom."

Bobbie— "How about swimming, Dad?"—Capper's Weekly.

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International Educational Conferences of 1927

Toronto Conference

At a recent meeting of the officers of the World Federation of Education Associations with the Canadian committee on arrangements, final plans were made for the World Conference on Education, which will be held at Toronto, Canada, August 7-12, 1927. The prospects for this conference are very fine indeed. The Canadian committee is doing most excellent work in making all local arrangements, and ample accommodations will be available for more than five thousand visitors. Assurances have been received of large delegations from a number of foreign countries, and of smaller delegations from most countries of the world. The British Isles alone will send a delegation of four hundred teachers. The attendance from Canada will doubtless be the greatest at any educational meeting in her history. The attendance from the United States should also be very large. Final arrangements have already been made for a number of the most distinguished educators in Europe, Asia and America to appear upon the program.

Detailed information concerning the meeting can be secured from President A. O. Thomas, State House, Augusta, Maine, from Secretary C. H. Williams, 101 Jesse Hall, Columbia, Missouri, and from Dr. E. A. Hardy, Simcoe Hall, Room 220, University of Toronto, Toronto, (5), Canada.

Prague Conference

The International Bureau of Education at Geneva has arranged to convene an international educational conference to be held at Prague, Czechoslovakia, on the 18th and 19th of April, 1927. The object of this conference is to discuss the promotion of peace through the schools of the world. The main theme which will run through the discussions is: *What the School Can Do for Peace.* Numerous educators in Great Britain (notably in Wales), France, and Germany have been giving particular attention to this subject and it was made the theme of a remarkable conference at Geneva last summer. It is expected that the Prague Conference will be attended by delegates from every country of western and central Europe, and possibly from the United States and other countries.

Locarno Conference

The Fourth International Conference of the New Education Fellowship, a progressive educational organization with branches in England, Germany, Switzerland, Bulgaria, Hungary, Belgium, Denmark, France, and the United States, will be held in Locarno, Switzerland, from August 3 to August 15, 1927. The main topic of discussion will be: *The True Meaning of Freedom in Education.* One of the questions which will be discussed under this theme concerns closer educational relations of Europe and the United States. All American educators traveling in Europe during the summer are cordially invited to arrange to attend this meeting.

Further information concerning both the Prague Conference and the Locarno Conference can be secured by writing to Professor Pierre Bovet, director of the International Bureau of Education, Geneva, Switzerland. Professor Bovet is calling the Prague Conference and will be president of the Locarno Conference. Information concerning these meetings can also be secured from C. H. Williams, secretary of the World Federation of Education Associations, 101 Jesse Hall, Columbia, Missouri. Persons wishing to register for the Locarno meeting should write to Miss Clare Soper, secretary of the New Education Fellowship, 11 Tavistock Square, London, W. C. 1., England.

The Briand Speech Competition

BY HENRY GRATTAN DOYLE
Professor of Romance Languages, George Washington University, Washington, D. C.

As American students of French in colleges and in high schools are just now paying a good deal of attention to French internal and external relations, an explanation is quickly found for the great interest already manifest in all parts of the country in the Briand Speech Competition which is in charge of a committee of twenty-one composed of publicists as well as teachers of French and English in American high schools and colleges.

So far through February the requests for official copies of the speech which M. Briand delivered September 10, 1926, at the meeting of the Assembly of the League of Nations when Germany was welcomed into that body, have been coming into the office of the committee in Washington at the rate

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of a hundred a day. Many of the leading colleges and largest high schools in the country are already taking part and preparing their translations, which must be sent in before April 15.

There are two sets of prizes—one for college, the other for high school contestants. In each set the first prize is $100, the second $50, and the third $25. The fourth, fifth, and sixth prizes are subscriptions to the *Courrier des Etats-Unis*, the oldest French newspaper in the United States, which has been published for nearly one hundred years.

Heads of French departments and instructors interested should send at once to Arthur Charles Watkins, Secretary to the Committee in Charge of the Briand Speech Competition, 532 Seventeenth Street, N.W., Washington, D. C., for copies of the text of the speech and of other necessary documents. They may be had without charge. Professor Henry Grattan Doyle, George Washington University, is chairman of the committee.

Meetings To Be Held

FEBRUARY

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A.,

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts Schoolmasters, Bridgewater.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

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